



## RIVELON ELEMENTARY

350 Thomas B. Eklund  
Orangeburg, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	253 Students	
<b>Principal</b>	Paulette H. Faust	803-534-2949
<b>Superintendent</b>	Cynthia Wilson	803-534-5454
<b>Board Chair</b>	Mr. Julius Page	803-534-5454

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Below Average</b>
2009	Below Average	At-Risk
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Below Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

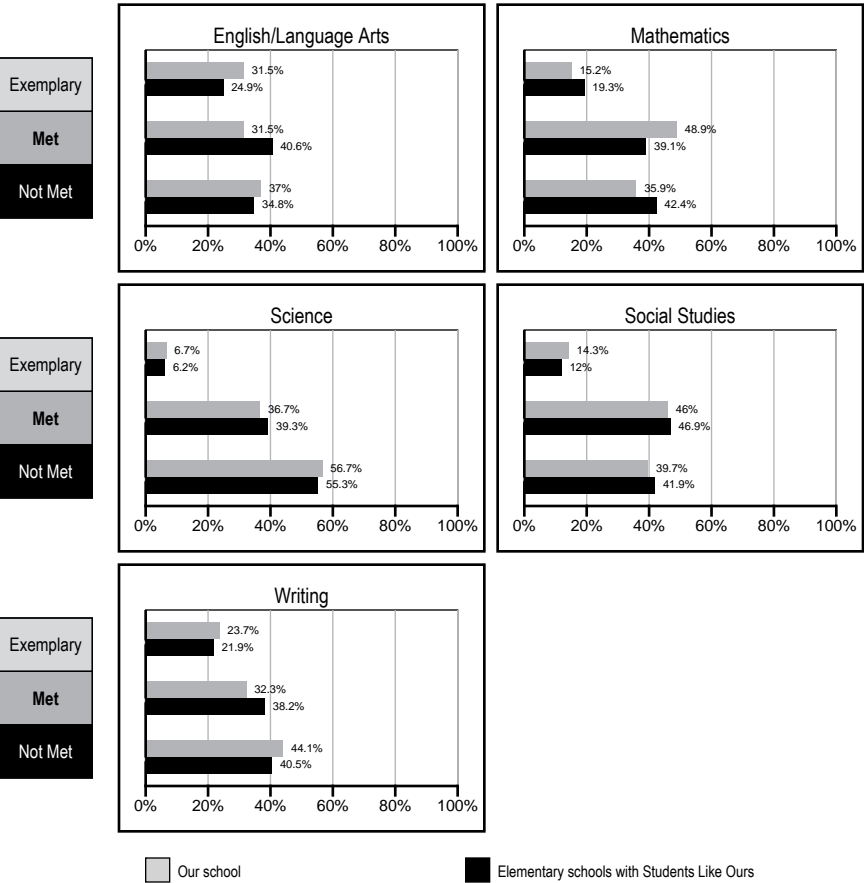
94%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	79	57	23

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=253)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.3%	Down from 7.2%	1.5%	1.2%
Attendance rate	95.0%	Down from 95.5%	95.9%	96.1%
Eligible for gifted and talented	2.9%	Up from 0.0%	4.4%	11.7%
With disabilities other than speech	10.8%	Up from 7.8%	8.4%	8.0%
Older than usual for grade	1.5%	Down from 3.1%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=17)</b>				
Teachers with advanced degrees	82.4%	Down from 84.2%	60.0%	60.5%
Continuing contract teachers	100.0%	Up from 94.7%	78.9%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.3%	Down from 93.5%	83.4%	87.0%
Teacher attendance rate	90.5%	Down from 92.4%	95.4%	95.4%
Average teacher salary*	\$49,843	Down 1.3%	\$45,509	\$47,288
Professional development days/teacher	13.7 days	Down from 13.9 days	10.7 days	10.5 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Down from 18.2 to 1	17.2 to 1	19.2 to 1
Prime instructional time	83.2%	Down from 86.5%	90.4%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,944	Up 3.4%	\$8,762	\$7,548
Percent of expenditures for instruction**	64.7%	Down from 68.7%	68.1%	68.7%
Percent of expenditures for teacher salaries**	61.3%	Down from 61.6%	62.5%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Rivelon Elementary School is located right outside the town limit of Orangeburg, S. C. The school has a population of approximately 260 students. We take pride in being a community school. Here, at Rivelon, a school wide Title I learning institution, we feel that developing the whole child is important. We achieved this goal by providing character education for all of our students. Through our guidance counselor, each grade level has scheduled guidance sessions. Of our students, 91 percent are African American, 8 percent are Caucasian, and 2 percent are Hispanic. Here, we try to address each subject using different best practices and research-proven strategies and techniques to enhanced students' learning. We provided opportunities for real-world experiences through a variety of field trip experiences for all students. Our students participated in several writing contests, including the State Superintendent's Writing Awards Contest. We had several students in third, fourth, and fifth grades who had their poetry published in a national publication. Consultants in ELA, Math and science served to supplement our instruction in those core subjects. The math, reading, social studies, and science teachers were given intense training in using manipulatives and hands-on activities with our students. Technology is also an essential part of our instructional program at Rivelon Elementary. We used technology to improve learning and retention of information for our students. Another way we strengthened our reading program this year was by continuing our successful Books and Breakfast Program. At Rivelon, we feel that our main job is to encourage and motivate our students to learn, so we used every opportunity to involve parents, grandparents and the community in the education of our students.

Paulette H. Faust, Principal

Mary Allen, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	28	16
Percent satisfied with learning environment	100.0%	92.9%	86.7%
Percent satisfied with social and physical environment	95.2%	78.6%	81.3%
Percent satisfied with school-home relations	81.0%	85.7%	93.8%

\* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	4.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.4%	0.0%	No
Student attendance rate	95.0%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	112	96.4	34	30.9	35.1	76.3	76.4	83.5	Yes	Yes
<b>Gender</b>										
Male	66	95.5	34.5	32.7	32.7	72.7	73.2	80.1	N/A	N/A
Female	46	97.8	33.3	28.6	38.1	81	79.9	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	2	I/S	I/S	I/S	I/S	I/S	82	89.6	I/S	I/S
African American	107	97.2	34.4	31.3	34.4	76	75.6	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	100	92.7	I/S	I/S
Hispanic	3	I/S	N/A	N/A	N/A	N/A	76.9	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	25	88	39.1	26.1	34.8	56.5	48.9	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	N/A	N/A	N/A	N/A	91.7	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	105	96.2	35.2	31.9	33	74.7	74.3	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	112	99.1	34	48.5	17.5	78.4	68.4	80.4	Yes	Yes
<b>Gender</b>										
Male	66	98.5	36.4	47.3	16.4	80	66	78.4	N/A	N/A
Female	46	100	31	50	19	76.2	71.1	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	2	I/S	I/S	I/S	I/S	I/S	75.8	87.8	I/S	I/S
African American	107	100	34.4	49	16.7	78.1	67.3	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	100	93.5	I/S	I/S
Hispanic	3	I/S	N/A	N/A	N/A	N/A	73.1	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	25	100	52.2	34.8	13	60.9	38.2	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	N/A	N/A	N/A	N/A	87.5	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	105	99.1	35.2	49.5	15.4	78	65.9	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	74	97.3	54.7	35.9	9.4	45.3	53.8	67.3
<b>Gender</b>								
Male	45	97.8	54.1	35.1	10.8	45.9	53.8	66.9
Female	29	96.6	55.6	37	7.4	44.4	53.8	67.7
<b>Racial/Ethnic Group</b>								
White	1	I/S	I/S	I/S	I/S	I/S	72.8	79.6
African American	70	97.1	54.1	36.1	9.8	45.9	51.8	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	81.3	84.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	47.8	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
<b>Disability Status</b>								
Disabled	16	87.5	64.3	21.4	14.3	35.7	23.7	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	52.4	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	71	97.2	55.7	37.7	6.6	44.3	50	55.4

**Social Studies**

All Students	73	100	39.1	45.3	15.6	60.9	58.2	70.9
<b>Gender</b>								
Male	40	100	50	26.5	23.5	50	56.9	70.1
Female	33	100	26.7	66.7	6.7	73.3	59.6	71.7
<b>Racial/Ethnic Group</b>								
White	0	N/A	N/A	N/A	N/A	N/A	62.6	79.2
African American	72	100	39.1	45.3	15.6	60.9	57.6	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	94.4	86.8
Hispanic	1	I/S	N/A	N/A	N/A	N/A	40	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	17	100	33.3	53.3	13.3	66.7	35.3	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	61.5	68
<b>Socio-Economic Status</b>								
Subsidized meals	66	100	39.7	48.3	12.1	60.3	55.1	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	111	93.7	43.5	32.6	23.9	56.5	61.7	72.1	95	95.5
Gender										
Male	65	92.3	49	31.4	19.6	51	55	65.2	95.1	95.2
Female	46	95.7	36.6	34.1	29.3	63.4	68.9	79.2	94.8	95.8
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	63.6	80.8	94.4	94.1
African American	105	94.3	43.3	33.3	23.3	56.7	61.3	59.7	95	95.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.6	87	N/A	96.9
Hispanic	3	I/S	N/A	N/A	N/A	N/A	57.7	64.6	96.9	95
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.4	75.2	91.4
Disability Status										
Disabled	25	76	N/AV	N/AV	N/AV	17.6	23.8	27.7	95.7	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	93.3
English Proficiency										
Limited English Proficient	2	I/S	N/A	N/A	N/A	N/A	76	63.7	97.7	95.9
Socio-Economic Status										
Subsidized meals	104	93.3	43	34.9	22.1	57	58.5	61.9	94.8	95.2

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	38	100	35.3	47.1	17.6	64.7
	4	38	97.4	35.3	52.9	11.8	64.7
	5	28	96.4	46.2	42.3	11.5	53.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	38	94.7	24.2	21.2	54.5	75.8
	4	38	94.7	43.8	34.4	21.9	56.3
	5	36	100	34.4	37.5	28.1	65.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	38	100	41.2	44.1	14.7	58.8
	4	38	97.4	55.9	38.2	5.9	44.1
	5	28	96.4	46.2	50	3.8	53.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	38	100	27.3	39.4	33.3	72.7
	4	38	97.4	28.1	59.4	12.5	71.9
	5	36	100	46.9	46.9	6.3	53.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	20	100	N/AV	N/AV	N/AV	27.8
	4	38	97.4	52.9	41.2	5.9	47.1
	5	14	100	61.5	30.8	7.7	38.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	19	100	N/A	N/A	N/A	29.4
	4	37	97.3	51.6	32.3	16.1	48.4
	5	18	94.4	43.8	50	6.3	56.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	19	100	29.4	35.3	35.3	70.6
	4	38	97.4	20.6	76.5	2.9	79.4
	5	13	100	N/AV	N/AV	N/AV	38.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	19	100	5.9	52.9	41.2	94.1
	4	36	100	41.9	51.6	6.5	58.1
	5	18	100	68.8	25	6.3	31.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	38	97.4	38.2	38.2	23.5	61.8
	4	38	89.5	N/AV	N/AV	N/AV	60.6
	5	29	96.6	51.9	40.7	7.4	48.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	38	97.4	37.5	25	37.5	62.5
	4	37	91.9	51.6	32.3	16.1	48.4
	5	36	91.7	41.4	41.4	17.2	58.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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